

THE EFFECT OF USING DOWNLOADED COMIC STRATEGY AND LEARNING STYLE UPON STUDENTS' NARRATIVE READING COMPETENCIES

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Abstrak

Studi eksperimen ini bertujuan untuk menginvestigasi pengaruh strategi komik yang diunduh dan gaya belajar terhadap kemampuan membaca naratif kelas sebelas siswa SMAN 2 Singaraja. Penelitian ini menggunakan desain faktorial 2x2. Data kemampuan membaca naratif siswa dikumpulkan dengan instrumen yang merupakan tipe tes pilihan ganda. Sedangkan, data gaya belajar siswa dikumpulkan dengan kuesioner. Data yang diperoleh dianalisis secara statistik dengan ANAVA 2 jalur and uji Tukey. Temuan penelitian ini adalah; 1) terdapat perbedaan yang signifikan dalam kemampuan membaca naratif antara siswa yang diajar dengan komik yang diunduh dengan yang diajar dengan strategi konvensional, 2) terdapat perbedaan yang signifikan dalam kemampuan membaca naratif antara siswa *field dependent* dan siswa *field independent*, 3) terdapat pengaruh interaksi yang signifikan antara strategi mengajar (komik yang diunduh dan konvensional) dan gaya belajar siswa (*field dependent* dan *field independent*) terhadap kemampuan membaca naratif, 4) tidak terdapat perbedaan yang signifikan dalam kemampuan membaca naratif antara siswa *field dependent* yang diajarkan dengan strategi komik yang diunduh dan yang diajarkan dengan strategi konvensional, 5). terdapat perbedaan yang signifikan dalam kemampuan membaca naratif antara siswa *field independent* yang diajarkan dengan strategi komik yang diunduh dan yang diajarkan dengan strategi konvensional.

Kata-kata kunci: komik yang diunduh, gaya belajar, kemampuan membaca naratif

Abstract

This experimental study aims at investigating the effect of the Downloaded Comic Strategy and learning style on students' narrative reading competencies of eleventh grade students of SMAN 2 Singaraja. The design of this research was 2x2 factorial design. The data of students' narrative reading competencies were collected by using a multiple choice type test. Meanwhile, the data of students' learning style were collected by using questionnaire. The acquired data were analyzed statistically by two way ANOVA and Tukey test. This research discovers: 1) there is a significant difference in narrative reading competencies between the students taught with Downloaded Comic Strategy and those taught with Conventional Strategy, 2) there is a significant difference on students' narrative reading competencies between field dependent students and field independent students, 3) there is a significant interaction effect of teaching strategy (downloaded comic and conventional) and students' learning style (field dependent and field independent) on students' narrative reading competencies, 4) there is no significant difference in narrative reading competencies between the field dependent students taught with Downloaded Comic Strategy and those taught with Conventional Strategy, and 5) there is a significant difference in narrative reading competencies between the field independent students taught with Downloaded Comic Strategy and those taught with Conventional Strategy.

Keywords: downloaded comic, learning style, narrative reading competencies

INTRODUCTION

Based on the School-Based Curriculum (2006), the teaching of English in Indonesia focuses on the mastery of four language skills, they are listening, speaking, reading, and writing (Depdiknas, 2007).

In Indonesia teaching English as foreign language is never been easy as said by Artisiyanti in her article in 2002. She believed that there were four major obstacles which faced by English teachers all over Indonesia: 1. Teachers rarely spoke in English to the class, 2. The lessons focused on grammar, but the students were rarely given guidance on how and what the function of the elements of grammar they learnt, 3. Vocabulary taught was not very useful in everyday conversation, and 4. English teaching materials on junior high and high school were not sustainable. Teaching reading in the class is closely associated with point no.3 above. She said that many students complained that the words of the text given by the English teacher at the school were too technical, such as the industrialization, reforestation, politics, etc., so that students found it difficult to understand everyday English which were used in many movies, magazines, internet sites, or even in their daily conversation (Artisiyanti, 2002).

Reading is one of the four skills which should be mastered by the students by achieving competency standard, basic competency, and indicator (Depdiknas, 2007). According to Kennedy (1997: 05) reading is the ability of an individual to recognize a visual form associate the form with a sound or meaning acquired in the past and the basic of past experience, understand and interpret its meaning. These are the genres of reading; such as recount, descriptive, narrative, spoof, report, and hortatory exposition (Depdiknas, 2007).

Those genres mentioned above have their own characteristics. Descriptive reading for example is typically used to give information in a straight forward, factual manner. This type of reading often appears

in encyclopedias, on informative websites or in textbooks in order to relay information to the reader. While narrative reading is one of developing paragraphs in a written text which attach an or some events from time to time rendered by a beginning, middle, and an end. A narrative is meaningful sequence of events told in words. Events within a narrative are ordered, not merely random. Sequence means an arrangement in time. The movement from one event to another event is called chronology (Kane, 2000).

Reading is not an easy thing to be mastered and taught. Based on the results of the questionnaire and the results of tests on the students, it is seen that the average student are lack of vocabulary. Many teachers believed that the students were also lazy to look up at their dictionary to check the meaning of vocabulary. Most of students expected translation from their clever friends and teacher. As the consequence, they did not fully understand the text. As being known that understanding is the main target in reading skills. It is believed that teaching reading at schools was not interesting to the students. It is because reading class was monotonous (Artisiyanti, 2002).

As Maxwell (2002) says that conventional teaching strategy is concerned with the teacher being the controller of teaching and learning environment. Power and responsibility are held by the teacher and they play the role of instructor (in the forms of lectures) and decision maker (in regards to curriculum content and specific outcomes). This strategy is believed is one of the causes of ineffective teaching reading in most public schools. This fact is also supported by Damhodaran and Rengarajan (2007). They say that this strategy brought passiveness and ineffectiveness atmosphere to the class room. Then it obviously requires measures or specific strategies to overcome this problem.

In this article the writer proposed an innovative teaching strategy to be

implemented in reading class called Downloaded Comic Strategy. The term "Downloaded Comic Strategy" is considered as an innovative teaching strategy of English as foreign language, because it can be expected to enhance students' competencies in reading subject especially for narrative reading. This strategy also has systematical steps to be implemented in reading class, such as 1) introducing comics to the students, 2) asking the students whether they are familiar with comics or not, 3) motivating the students, 4) asking the students to read silently, 5) asking the students to search some keywords or difficult words in order to increase students' vocabulary banks, 6) asking the students to find the theme and main idea, 7) asking the students to make group discussion based on step above, 8) asking the students to mention and explain some examples of those points, 9) giving homework based on comic's storyline and appreciation to the students' works. This strategy also puts a massive usage of today's Information Technology (IT) by the teachers and possibly by the students too. These steps are aimed to reach competency standard and basic competency.

Downloaded Comic firstly meant for teaching reading to achieve the objectives of reading competency. This innovative teaching strategy is designed especially for narrative reading for students of senior high school. The reason of choosing this strategy was because of the results of the previous researches upon the same topic conducted by some researchers.

Hickmott (2009) had been teaching English using comics in High School. She discovers that comics can be invaluable to help reluctant readers, not only because of the pictures, but also that most of the writing is in capital letters. The pictures in comic always bring more detail description on characters, expressions, and settings. While, the writing in capital letters are meant to give more attraction to reluctant readers.

Using comics to teach narrative reading seems to be more and more popular amongst teachers since comics are consisted of sequential pictures which

enhance the students' narrative reading comprehension and give more motivation to read for the students. Comics give students different sensation when reading, pictures in comics give more detail about setting, description of the characters, plot, expression of the characters, and conflicts which risen the students' imagination and likely drag the students as the part of the story. Those give students a better comprehension upon the story rather than reading the conventional reading texts (Tiemensma, 2009). It is also supported by Lorelli (2006), she said that comics have their place in the society, for certainty. They are easy and fun reading, the characters and the plots are memorable, and the illustrations are unforgettable.

Using comic as a strategy of teaching reading is suitable for students in different kind of level and class; from children to teenagers (Hensley, 2008; Starr, 2004). Comic is very popular among the students. It is not only for leisure or just a hobby anymore. Comic combines printed words and pictures in a unique way. The pictures in comic strip express the information, which can help students in comprehend the text. The readers will feel involved in the story as they experience it visually and directly. According to Hensley (2008), the format of picture and text can hold the students attention longer than print only. Comics can be seen as "a way to get students enjoy reading". Comics reduce the amount of text in a story to a manageable level. Thus, comics strip can play a role to motivate unenthusiastic readers

Comic gives different excitement when reading it, pleasure that we cannot get from reading novel, storybook, or other reading materials. People sometimes do not realize that when they read comic they also learn English indirectly and unconsciously, is online or downloaded comic that sited on the internet are mostly translated into English. For students in Junior and Senior High School, reading comic is a way to improve their reading competency, grammar competency, add more vocabulary, and they can practice writing. Since the comic is filled with interesting pictures from the very beginning to the very end of the page it will attract and

motivate people to read it more and more (Tiemensma, 2009)

In schools, learning activities should use numerous materials with texts and visuals. The images and graphics could broaden the skills, the intellectual potential and also the aesthetic (visual) values of the students (Muniran and Yusof, 2008). It will also sharpen their analytical skills when participating in these kinds of activities (Laycock, 2008). Comics and novel graphics could express ideas, create characters and raise issues in a complex storytelling form and it is more interesting compared to the other form of literature such as poems, novels or even films. The advantage and strength of comics and graphic novels medium lies on its successful combination of texts and visuals (Liu, 2004).

While IT is broadly considered to encompass the use of computers and telecommunications equipment to store, retrieve, transmit and manipulate data. The term is commonly used as a synonym for computers and computer networks, but it also encompasses other information distribution technologies such as television and telephones (Chandler and Munday, 2011).

Based on those studies above, which were successfully done, the researcher is interested in implementing Downloaded Comic Strategy to find out its significance upon reading comprehension of senior high school students. In this level of school, students commonly still encountered many difficulties in finding out the main idea, the specific information, textual reference, and the word meaning of the text. In addition, they are not interested in reading activities, especially if the text is too long to read. It causes the students become unenthusiastic in the reading activity. This study is intended to find out whether or not the implementation of comic strips can affect students' competencies in reading

Beside researching the effect of Downloaded Comic Strategy, this research also attempts to discover the effect of learning style since it is one of the factors influencing the students' achievement. Many researchers believe that learning style also plays very important roles to

achieve better outcome (learning achievement, as measured by the final examination score) for the students (Campbell and Johnstone, 2010).

Learning styles, as defined by Kemp et al. (1998) are traits that refer to how individuals advance learning tasks and process information. In the same way, Keefe and Monk (1986) define learning styles as the characteristic cognitive, affective, and psychological behaviors that play as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. Assuming that a learning style exists (or is perceived to exist) and that it is a measurable object, then there should be a meaningful way to measure the style of an individual. Moreover, Reiff (1992) states that all learners have different individual characteristics relating to their learning processes.

Chiya (2003) believes that the classroom environment is often not good for dealing with various learning styles. Teachers have not methodically considered students' learning styles. It is natural that English teachers have not been aware of student diversity because of their students' similar background: they have the same nationality; speak the same language; and belong to the same culture. Although every student is unique, the diversity among students is much less than that in the other countries.

It is important for a student to recognize their own learning preferences. However, it is probably impractical for teachers to direct their teaching styles to these preferences. Students should not be labeled as having one fixed learning style. Instead, educators need to recognize that individuals will have particular modes of learning that are more dominant than others. Instructors need to adopt approaches to teaching that enable students who have different learning styles to learn effectively. This means that teaching needs to be designed to include different learning opportunities and appropriate assessments to ensure that the learning is accessible to the largest number of students (Chiya, 2003).

There are many learning styles known worldwide which designed by some experts, such as affective and cognitive, audio, visual, audiovisual, kinesthetic, etc. but, the writer only discusses learning style that divides all types of learning style into two groups. These two groups are referred to by some researchers as Analytical vs. Relational; by other researchers as Field Independent (FI) vs. Field Dependent (FD). The teacher should be aware of the technique that is used, in order to make students easily comprehend the reading text. In teaching reading, the teacher assigns paper to read, teaches, and asks questions, but also has to check whether or not the students have good understanding about the main idea, specific information, word meaning, and textual reference of the text (Chiya, 2003).

Based on the previous explanation about downloaded comic, learning style and students' narrative reading competencies, there were four questions which should be investigated in this research, namely:

- a. Is there any significant difference in narrative reading competencies between the students who are taught using Downloaded Comic Strategy and those who are taught using Conventional Strategy?
- b. Is there any significant difference on students' narrative reading competencies between field dependent students and field independent students?
- c. Is there any interactional effect between Downloaded Comic Strategy and learning style upon students' narrative reading competencies?

- d. Is there any significant difference in narrative reading competencies of the field dependent students who are taught using Downloaded Comic Strategy and those taught using Conventional Strategy?
- e. Is there any significant difference in narrative reading competencies of the field independent students who are taught using Downloaded Comic Strategy and those taught using Conventional Strategy?

METHOD

This research employed, *Posttest Only Control Group* with *2x2 factorial design*. 70 eleventh grade students of SMAN 2 Singaraja in the academic year 2012/2013 were selected as the sample by means of cluster random sampling. Then, questionnaire was distributed to classify students into field dependent and independent. The data involved students' narrative reading competencies and learning style data. Reading competency test was developed based on theory reviewed; meanwhile learning style questionnaire was adapted from Maghsudi (2007). Then, those instruments were tested their validity and reliability. The data analysis involved descriptive and inferential analysis. Descriptive analysis aims at describing data by measuring mean and standard deviation. Meanwhile, inferential analysis aims at testing the hypothesis. Inferential analysis was done by using Two-Way ANOVA which is followed by Tukey test to know the interactional effect.

FINDING AND DISCUSSION

This study found that the use of Downloaded Comic has a significant positive impact on students' reading comprehension. The calculation of descriptive analysis measuring mean and standard deviation to 6 groups of data provides the first evidence to the statement.

Table 1 Sum of the Calculation of the Central Tendency and Dispersion

Group	Mean	Std Dev
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DC	71.10	8.78
CS	66.90	7.35
DCFD	66.40	8.3
DCFI	75.80	6.55
CSFD	65.80	6.57
CSFI	68.00	8.08

Notes:

DC = Downloaded Comic

CS = Conventional Strategy

FD = Field Dependent

FI = Field Independent

Std dev= standard deviation

Based on table 1, it is known that (1) mean value of DC is higher than CS, (2) mean value of DCFD is higher than CSFD, and (3) mean value of DCFI is higher than CSFI. In term of standard deviation (SD) value, SD value of DC is the highest value. It is followed by the value of DCFD, CSFI,

CS, CSFD, and DCFI. However, this result cannot be used to answer the research problems. To answer research problems, inferential analysis by Two-way ANOVA was applied. The result can be presented in table 2.

Table 2 Sum of the Results of Hypothesis Testing by Two-Way ANOVA

Source	F	Sig. (Probability)
Teaching strategy (TS)	6.41	0.013
Learning Style (LS)	12.223	0.001
TS*LS	4.709	0.033

The answer to the first research question, can be seen from the value of TS (teaching strategy). Table 2, shows that the sig value or probability is 0.013, which is lower than 0.05. It means that there is a significant difference in narrative reading competencies between the students taught with downloaded comic and those taught with Conventional Strategy. Meanwhile, the second hypothesis is answered by checking the value of Learning Style (LS). It is known that the value of LS is 0.001, which is lower than 0.05. It means that there is a significant difference on students' narrative reading competencies between FD students and FI students. Then, the fourth hypothesis is answered by looking

the value of TS*LS. Table 2, also reveals that the value of TS*LS is 0.033 which is lower than 0.05. It means that there is a significant interaction effect on the implementation of teaching strategy (downloaded comic and conventional) and learning style (field dependent and independent) on students' narrative reading competencies.

Since there is an interaction, the analysis is continued by using Tukey test for two groups which are compared. The result of Tukey test can be seen in the table 3.

**Table 3
Sum of the Tukey test**

No	Compared groups	Q	Q table	Conclusion
1	DCFD with CSFD	0.362	2.97	Insignificant
2	DCFI with CSFI	4.702	2.97	Significant

The analysis of the result of Tukey test on field dependent students shows Q

value is 0.362 is lower than critical Q table value is 2.97, $\alpha = .05$. It means that there is

no significant difference between narrative reading competencies of field dependent students taught by downloaded comic than those by Conventional Strategy. However, this result is in contrast for field independent students. Table 3 shows that Q value is 4.702, which is higher than the critical Q table value which shows 2.97, $\alpha = .05$. It means there is a significant difference between the narrative reading competencies of field independent students taught by Downloaded Comic Strategy than those taught by Conventional Strategy. The mean score of field independent students taught with Downloaded Comic Strategy (75.80), which is higher than mean score of the field independent students taught with Conventional Strategy (68.00). Thus, it can be concluded that Downloaded Comic Strategy affects better than Conventional Strategy on students' narrative reading competencies of the field independent students.

Based on the result of hypothesis testing by two-way ANOVA, it is discovered that the teaching strategy implemented during teaching and learning process significantly affects students' narrative reading competencies of eleventh grade students of SMAN 2 Singaraja in the academic year 2012/2013. It is proven by probability value is 0.013 which is lower than 0.05, $\alpha = .05$. Further analysis showed that the mean size score of students taught by downloaded comic is 71.10; while the mean score of students taught by Conventional Strategy is 66.9. It means that the mean score of students taught by downloaded comic is higher than those taught by Conventional Strategy. Based on the result of hypothesis testing and the analysis, it can be inferred generally that Conventional Strategy is not effective for the students' narrative reading competencies. On the other hand, downloaded comic is better than Conventional Strategy. It means Downloaded Comic Strategy implemented in narrative reading contributes positively the students' narrative reading competencies of eleventh grade students of SMAN 2 Singaraja. Downloaded Comic Strategy is an innovative teaching strategy

which combines downloaded comic and innovative steps. The steps are: 1) introducing comics to the students, 2) asking the students whether they are familiar with comics or not, 3) motivating the students, 4) asking the students to read silently, 5) asking the students to search some keywords or difficult words in order to increase students' vocabulary banks, 6) asking the students to find the theme and main idea, 7) asking the students to make group discussion based on step above, 8) asking the students to mention and explain some examples of those points, 9) giving homework based on comic's storyline and appreciation to the students' works. The steps are theoretically better than the steps applied by the teachers. So, it is expected that the implementation of this steps can bring better effect on students' reading skills.

By implementing Downloaded Comic Strategy, the students' narrative reading competencies is better than the students' narrative reading competencies taught with Conventional Strategy. It means the implementation of the innovative steps and media in bringing positive effect on students' narrative reading competencies. Implementing the steps which makes the students active and interested in reading class was considered to be a good way to facilitate students' learning. The steps direct the students to be active and understand the text in reading. Meanwhile, the media makes the students interested to read. Even though reading is difficult for them, interesting media can make them still want to study reading.

It is different from Conventional Strategy. This strategy makes the students passive during the class. The students mostly wait translation from the teachers. It is caused by their boring on reading. For the students, this strategy is boring. They are given text translate the text, and answering questions based on the text. Besides that, there is no variation in media used. The media is just reading materials in the students' worksheet. As the consequence, the students are not interested to read. As the effect, their narrative reading competencies is not maximal.

The same finding is found by Hensley (2008). She says that comic is for low reading level but is highly interesting material for students. In her classroom research she reports that her students loved the idea that they were reading comic just like higher level students. Hensley provides students with comprehension questions, such as finding the main ideas, details, sequencing, drawing conclusions, and analysis of the literature through the use of comics. Some of the assignments were given orally to students; some students had peer tutors to read the questions on a tape recorder. The result shows that her students were really motivated to read.

There are some factors which cause Downloaded Comic Strategy has positive effect on students' narrative reading. First, students might have shifted their attention from the text to the comic strip when they realized that they did not fully comprehend the text (Liu, 2004). Second, comics give students different sensation when reading, pictures in comics give more detail about setting, description of the characters, plot, expression of the characters, and conflicts which risen the students' imagination and likely drag the students as the part of the story. Those give students a better comprehension upon the story rather than reading the conventional reading texts (Tiemensma, 2009). Third, comics have their place in the society, for certainty. They are easy and fun reading, the characters and the plots are memorable, and the illustrations are unforgettable Lorelli (2006). Fourth, using comic as a strategy of teaching reading is suitable for students in different kind of level and class; from children to teenagers (Hensley, 2008; Starr, 2004). Fifth, comic combines printed words and pictures in a unique way. The pictures in comic strip express the information, which can help students in comprehend the text. The readers will feel involved in the story as they experience it visually and directly. Comics reduce the amount of text in a story to a manageable level. So, comics strip can play a role to motivate unenthusiastic readers (Hensley, 2008). Sixth, comics and graphic novels could help

to build students' interest and motivation to read (Laycock, 2008).

Another conclusion from the result of hypothesis testing on the simple effect discovers that Conventional Strategy seems not to maximize with the nature of teaching reading. Reading class should train the students to understand a text. Conventional Strategy does not give this chance for the students. It is because the steps are monotonous and media is not interesting. It makes the students are reluctant to learn.

For further analysis, it is important to discuss whether the teaching method implemented in writing was the only factor which affected students' narrative reading competencies. Learning style is one of the factor which affects the students' achievement besides teaching technique (Campbell and Johnstone, 2010). Learning styles, as defined by Kemp et al. (1998) are traits that refer to how individuals advance learning tasks and process information. In the same way, Keefe and Monk (1986) define learning styles as the characteristic cognitive, affective, and psychological behaviors that play as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. Assuming that a learning style exists (or is perceived to exist) and that it is a measurable object, then there should be a meaningful way to measure the style of an individual.

The hypothesis testing administered by two-way ANOVA discovered learning style has significant effects on the development of students' narrative competencies. It is also found that there is an interaction effect between the implementation of teaching strategy (downloaded comic and conventional) and learning style (field dependent and independent) on students' narrative reading competencies. It is proven by value probability is 0.033 for A*B which is lower than 0.05. It means that the interaction occurs.

When the students are taught by Downloaded Comic Strategy, the students learn actively. The steps of teaching strategy involve understanding text as a whole and also finding specific information

in the text. However, the steps in Downloaded Comic Strategy are mostly direct the students to master the text in detail. As a result, this strategy is appropriate for field independent students who are analytical and detail oriented.

However, it is different from Conventional Strategy. It focuses on how the students understand texts as a whole. It is proven from translation process of the text which is mostly done by the teachers in the reading class. During the translation process, teacher can mostly help the students to tell the meaning of words in the text. This teaching strategy is appropriate to the characters of field dependent students who need of social effort and external help in interpreting clues inserted in a particular learning task. Since the interaction occurs, it is continued to Tukey test to know the effect of interaction.

First effect seen is the effect of Downloaded Comic Strategy on narrative reading competencies of field dependent students. The analysis of descriptive statistics data indicates the mean score of students' taught by Downloaded Comic Strategy (mean score = 66.40) is higher than mean score of students' narrative reading competencies taught by Conventional Strategy (mean score = 65.80). Further analysis by Tukey test indicates the Q value is 0.362 which is higher than the critical Q table value is 2.97, $\alpha = 0.05$. This analysis indicates that there is no significant difference between narrative reading competencies of field dependent students taught by Downloaded Comic Strategy and those taught by Conventional Strategy. It means that Downloaded Comic Strategy and Conventional Strategy have the same effect to field dependent students.

Field dependent (FD) learners have been referred to as group-oriented, global sensitive to social interactions and criticism, extrinsically motivated, externally referential, not visually perceptive, non-verbal, and passive learners who prefer external information structures. Besides that, field dependent learners are in more need of social effort and external help in interpreting clues inserted in a particular

learning task (Summerville, 1999). These characteristics are theoretically more appropriate for Conventional Strategy because Conventional Strategy which arranges the students: close to global understanding, needs external helps, and passive.

However, the result in reality is different. Based on the observation, the students taught with Conventional Strategy less interest to study. It is because the teaching steps are monotonous and the media is not interesting. Thus, the students are less motivated and reluctant to study. It is different from Downloaded Comic Strategy which makes the students interested to study. Thus, even though Conventional Strategy is more appropriate to field independent, the interesting factor of downloaded comic makes the field dependent students taught by Downloaded Comic Strategy raises its motivation. Besides that, Downloaded Comic Strategy is new strategy implemented in the classroom. Thus, the students are not boring during joining the class.. As the consequence, the students' reading narrative score of field dependent is same between the students taught by Downloaded Comic Strategy and Conventional Strategy.

By implementing various choices into a classroom, students become more motivated and excited to learn (Koeze, 2007). Here, the new implementation of Downloaded Comic Strategy is considered gives variation in teaching strategy. This technique provides various question and answers technique and interaction in the class. This strategy also considered can enhance students' motivation on reading. As being known that motivation is a factor that can bring positive effect on students' learning.

Second effect seen is the effect of Downloaded Comic Strategy on narrative reading competencies of field independent students. For field independent students, it is discovered that the mean score of students' narrative reading competencies (mean = 75.80) taught by Conventional Strategy is higher than the students taught by Downloaded Comic Strategy (mean = 68.00). Further analysis in hypothesis

testing by Tukey test proves Q value is 4.702 which is higher than the critical Q table value = 2.97, $\alpha = .05$. It means that there is a significant difference in narrative reading competencies between the students taught by Conventional Strategy and Downloaded Comic Strategy.

Field independent learners have been referred to as analytical, competitive, individualistic, task oriented, internally referent, intrinsically motivated, hypothesis testing, self-structuring, linear, detail oriented, and visually perceptive. Hu (1998) observed that field independent learners are more analytic and rely less on external clues than their field dependent counterparts. Field independent learners, it appears, are more able to generate and structure their own knowledge rather than accepting knowledge reprocessed by others. Witkin et al (1971) found out that field independent individuals, when compared to field dependent, were more capable of restructuring the perceptual field or imposing a structure if one is missing. They also tended to act more autonomously than field dependent learners, and have a more social and interpersonal orientation which appeared to be relatively stable and persuasive.

This characteristics are appropriate to the learning condition provides by Downloaded Comic Strategy. Downloaded Comic Strategy directs the students to be critical and analytical to the text. It is proven by the steps of Downloaded Comic Strategy. First, the students are posed questions as detail as possible about the text. Second, there is a competition condition created by this strategy in which the students can give questions to other students about the text. Third, there is retelling step which needs the students to restructure the text by their own way.

The discussion of all the results of hypothesis testing indicates there is a close relationship among the narrative reading competencies, Downloaded Comic Strategy, and learning style. Reading is difficult skill to be mastered especially in understanding the text completely. Thus, teaching reading needs innovative steps and media. The innovative media and steps

can attract the students' attention to study reading well and seriously. Here, the innovative steps and media are combined into Downloaded Comic Strategy. In the implementation of teaching strategy, it cannot be the students' learning style. Different students have different learning style. Thus, knowing the learning style of students can be a solution in choosing teaching strategy.

CONCLUSION AND SUGGESTION

Based on the result of hypothesis testing, there are four conclusions that can be made. *First*, there is a significant difference in narrative reading competencies between the students taught with Downloaded Comic Strategy and those taught with Conventional Strategy. It is proven by the probability value of 0.013, which was lower than 0.05. The mean score of the students taught with Downloaded Comic Strategy was 71.10; meanwhile the mean score of the students taught with Conventional Strategy was 66.90. It means that the students' narrative reading competencies taught with Downloaded Comic Strategy was higher than those taught with Conventional Strategy. Thus, it can be concluded that the Downloaded Comic Strategy affects better than Conventional Strategy on students' narrative reading competencies. *Second*, there is a significant difference on students' narrative reading between field dependent students and field independent students. It is proven by the probability value of 0.001, which was lower than 0.05. *Third*, there is a significant interaction effect of teaching strategy (downloaded comic and conventional) and learning style (field dependent and independent) on students' narrative reading competencies. It was proven by probability value of 0.033 which is lower than 0.05. *Fourth*, there is no significant difference in narrative reading competencies between the field dependent students taught with Downloaded Comic Strategy and those taught with Conventional Strategy. It is proven by the result of calculation by Tukey test. The result of the calculation shows that the value of Q -counted of 0.362; meanwhile Q -critical value is 2.97 in which $Q_{critical}$ is

higher than Q-counted. *Fifth*, there is a significant difference in narrative reading competencies between the field independent students taught with Downloaded Comic Strategy and those taught with Conventional Strategy. It is proven with the Q-counted value of 4.702; meanwhile Q-critical value is 2.97. From the result of the calculation, Q-counted is higher than Q-critical value. The mean score of field independent students taught with Downloaded Comic Strategy of 75.80 which is higher than mean score of the field independent students taught with Conventional Strategy of 68.00. Thus, it can be concluded that Downloaded Comic Strategy affects better than Conventional Strategy on students' narrative reading competencies of the field independent students.

Furthermore, based on the finding and conclusion, there are four suggestions suggested. *First*, Downloaded Comic Strategy should be used in teaching narrative reading as an alternative strategy to solve problems of students' low narrative reading competencies. It is suggested since it affects better on students' narrative reading competencies. *Second*, since learning style has significant role in contributing students' narrative reading competencies, the English teachers are expected to know the students learning style before teaching reading is conducted since it will influence the choice in implementing teaching method. *Third*, in implementing Downloaded Comic Strategy, learning style should also be taken into account. As being found that the field independent students taught with Downloaded Comic Strategy have higher narrative reading competencies than those taught with Conventional Strategy. *Fourth*, the other researchers are suggested to research Downloaded Comic Strategy on other language skills. In addition, the other researchers are also suggested to use other variables as moderator variable in researching Downloaded Comic Strategy, for examples: anxiety, self-concept, creativity, or achievement motivation.

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